



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Sarasota High School**

1000 S SCHOOL AVE

Sarasota, FL 34237

941-955-0181

[www.sarasotacountyschools.net/shs](http://www.sarasotacountyschools.net/shs)

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 48%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 39%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Sarasota High School

##### Principal

Jeffrey Hradek

##### School Advisory Council chair

Debra Reese

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jeff Hradek	Principal
Janel Dorn	Assistant Principal
Jamie Messengale	Assistant Principal
Becky Moyer	Assistant Principal
Mark Aschenbrenner	Testing Coordinator
Merlin Schenk	Director of AICE program
Andy Harshman	Director of MaST program
Barbara Budd	CTE department Chair.
Kristen McMahon	Guidance Chair.
Ed Volz	ESOL Liaison
Mark Rupprecht	Behavior Specialist
Rona Glasser	Language Arts Dept. Chair.
Glen Whitney	Math Dept. Chair.
Stella Karas	Social Studies Dept. Chair.
Ryan Miller	Science Dept. Chair
Gina Barresi	Reading Dept. Chair

#### District-Level Information

##### District

Sarasota

##### Superintendent

Mrs. Lori White

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## **Membership of the SAC**

Jeff Hradek, Principal (WM)  
 Debra Reese, SAC Chairperson; community member (WF)  
 Gloria Koach, member; parent (WF)  
 Libby Early, member; parent (WF)  
 Susan Finlay, member; parent (WF)  
 Jane Bell, member; School Receptionist (WF)  
 Jennifer Blasdel, member; CTE Teacher (WF)  
 Sheila Leal, member; Language Teacher (HF)  
 Malele Nzeza, SAC Secretary; Science Teacher (BM)  
 Sue Hilliard, member; ESE Liaison (WF)  
 Parth Patel, member; Student (IM)  
 Jordan Rapaport, member; Student (WM)  
 Cyndia Paul, member; Student (HF)

The committee has a total of 13 members. Nine of these are white (69%), two are Hispanic (15%), and there are one each Black and Indian (7.7% ea.). These member percentages match pretty well to the membership of the community. Non-school-based employee members make up 54% and School Board employees make up the other 46%.

## **Involvement of the SAC in the development of the SIP**

Members of the School Based Leadership Team (SBLT) compiled the school performance data onto the Data Worksheet provided in the SIP online toolkit. This provided a comprehensive and concise overview of the data. The worksheet was shared with the SAC members and when necessary, interpreted for them. A discussion was held with the group about the numbers and how the data points to weaknesses in the students' academic performance the previous school year. The members began prioritizing areas they felt the school should work on to improve. They also discussed barriers the school may encounter, and have to try to overcome. The SBLT used those priorities to develop strategies that would help mitigate the perceived barriers. Methods and resources to implement the strategies were identified. Based on those discussions, resources and data-driven best practices were identified and tied to the strategies. After further discussion, the SBLT selected the strategies to implement and the methods to be used to monitor and evaluate the progress. At that point the information was discussed with the SAC members and the members studied their budget to determine what funds would be dedicated for which strategy.

## **Activities of the SAC for the upcoming school year**

During the 2013-2014 school year, the SAC at Sarasota High plans to provide some support for the implementation of the positive behavioral interventions that were discussed last year. These PBI initiatives could decrease the amount of student absenteeism and thereby help increase their learning which could in turn lead to better performance on the high stakes testing throughout the year. There are also plans to provide a more formal peer tutoring program on campus after school. The SAC will also be provided with monthly progress reports about the SIP initiatives and provide guidance/input to the SBLT.

## **Projected use of school improvement funds, including the amount allocated to each project**

The School Advisory Council will assist with the implementation of the School Improvement Plan and the Positive Behavior Support activities. The carry over balance for SAC is @ \$16,000. An amount of \$3,000 will be utilized to assist extending the hours for the Media Center for student access and tutoring sessions. Another \$3,000 will be available for student recognition and celebrations. Approximately \$4,000 will go toward maintaining an academic focus for students assigned to the In-School-Suspension room and efforts to decrease absenteeism. The remaining \$6,000 will be held for additional needs as they develop throughout the year.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements****Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators****# of administrators**

5

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Administrator Information:****Jeffrey Hradek**

Principal

Years as Administrator: 23

Years at Current School: 11

**Credentials**

BA - Marietta College  
Ma - Ashland University

**Performance Record**

Jeff Hradek has been the principal of Sarasota High since 2004. For 2007-08 and 2008-09 school years SHS was designated a C School. In 2009-2010 and 2010-2011 SHS was a B school. In 2011-2012 SHS attained an A school rating.

**Janel Dorn**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

BA - University of South Florida  
MA - National Louis University  
EdS - Argosy University

**Performance Record**

During her first Year as an Assistant Principal, Janel helped SHS achieve an A school designation.

**Becky Moyer**

Asst Principal

Years as Administrator: 11

Years at Current School: 3

**Credentials**

BS - University of Central Florida  
MaA - University of South Florida

**Performance Record**

During her first 2 years at Sarasota High, Becky helped move the school from a B school to an A school.



**Mary Taylor**

Asst Principal

Years as Administrator: 20

Years at Current School: 8

**Credentials**

BS - Michigan State University  
 MaED - University of South Florida  
 Certified by the State of Florida to teach Biology (9-12), Chemistry (9-12), Physical Science (6-12), Middle Grades Science (6-9). Also certified as Principal with a degree in Educational Leadership.

**Performance Record**

**Jamie Massengale**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

113

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

0%

**# certified in-field**

113, 100%

**# ESOL endorsed**

11, 10%

**# reading endorsed**

15, 13%

**# with advanced degrees**

77, 68%

**# National Board Certified**

3, 3%

**# first-year teachers**

17, 15%

**# with 1-5 years of experience**

31, 27%

**# with 6-14 years of experience**

38, 34%

**# with 15 or more years of experience**

44, 39%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

1, 20%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

- 1) Interview Process and Recruitment of High Quality Staff occurs in an ongoing fashion through the [https://www.flshiponline.com/assets/guidance\\_pull-c6e6f6ba0e3d8e10d59d7ff3a23c1c3c.png](https://www.flshiponline.com/assets/guidance_pull-c6e6f6ba0e3d8e10d59d7ff3a23c1c3c.png) year whenever positions are posted - July 1, 2013 to June 30, 2014. Persons Responsible: Administration with collaboration with Department Chairs, Instructional Liaisons.
- 2) High Quality Professional Development Opportunities occurred prior to the 13-14 school year and will be ongoing throughout the school year. Persons Responsible: Administration, District Support, Literacy Leadership/Common Core Team.
- 3) Professional Learning Communities (PLCs) meet weekly throughout the school year to support/retain high quality instruction and support the instructional staff. Persons Responsible: Teachers and Administrators.
- 4) Individual Professional Development Plans (IPDPs) are developed by teachers and align with the SIP. The IPDPs are support/reviewed throughout the year by administrators. Persons Responsible: Teachers and Administrators.
- 5) New Teacher Mentoring program (Sarasota County Induction Program - SCIP) provides supports to newly recruited high quality staff. Mentors and mentees meet regularly and complete a portfolio of activities throughout the school year. Persons Responsible: SCIP Mentor Coach, Administrative

support, trained SCIP Mentors.

6) District Professional Development in required ESOL and Reading Endorsement/Certification areas is offered at no charge to any new or out-of-field teachers. Persons responsible: District Curriculum Specialists and Instructional Coaches.

7) Classroom Observations and High Quality Feedback are provided throughout the year through the new Instructional Improvement System (IIS). Teachers are able to access classroom walkthrough feedback from administrators immediately through the Ongoing Observation Form in the IIS. Persons Responsible: Administrators and Teachers.

8) Data Meetings with teachers and supervising administrators. There is a school-wide focus on benchmark assessment data, formative assessments, and bottom quartile. Administrators are each assigned departments and meet with and monitor data, At-risk cohorts, and guide teachers through data driven meetings. Persons Responsible: Data Coach, Administrators, Teachers.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The purpose of the Sarasota County Induction Program (SCIP) is to provide New Hires with support for professional growth through mentorship. The requirements of the program are aligned with the PRIDE (Professional Rubric Investing and Developing Educator Excellence) teacher evaluation tool. Mentors are not involved in the evaluation process. Instead, their role is to help new hires become familiar with the vocabulary, skills, and behaviors of PRIDE and how to use data to drive instruction. The SCIP mentoring program is the foundation for our school site mentoring program.

SCIP Mentors must have:

- Successfully completed PRIDE Teaching for Success course offered by the district
- Principal approval
- Minimum 3 years successful teaching
- Teacher Leadership qualities
- Exemplary instructional skills
- A commitment to the service of mentoring

Mentor Mentee Subject area

Penny Riedinger (Landings) Brianne Nickelsberg Counselor

Penny Riedinger (Landings) Kristen McMahon Counselor

Laurie Saslow Hallie Zagrocki Science

Shannon Nelson Lacy Knispel Drama

Dean Berkey Kyle Jutras Math

Gina Barresi Tarin Foster ELA/Reading

Gina Barresi Brian Crocker ELA

Jennifer Loomis Ashlee Alstrom ELA/Reading

Stella Karas Lisa Klein ELA/Reading

Sue Graham Ashley Roemer ELA/Reading

Rationale for the pairings

Whenever possible, the mentor is in the same curricular department as the mentee so as to provide not only school level support, but curricular support as well. Mentors are all highly qualified teachers and have completed the PRIDE Teaching for Success course as well as the SCIP Mentor training.

Mentors are all recommended by the Principal and a selected as leaders on campus. They are skilled, experienced and successful classroom teacher leaders.

Planned Mentoring Activities

Mentors and mentees are provided an extra duty day to meet and begin learning school policies and expectations. Mentors will meet with their teacher during back to school, in-service week and during planning or before and after school weekly during the first few months to explain campus policies and

procedures. Mentors and mentees will meet at least once per month to go over new teacher responsibilities including New Teacher Portfolio. Mentees are given opportunities to observe other teachers (when possible). Supervising administrator will meet with mentors and mentees periodically throughout the year. Newly hired teachers, (Level 1's) will complete a first twenty days, mid-year, and end of year PRIDE evaluation tool which is part of the Teacher Evaluation System (TES). Mentors and mentees work through a predesigned program provided by the district to support collaboration and acclimation during the teacher's first year.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

At SHS, MTSS meetings are held weekly to monitor all aspects of student success including academic progress, attendance and behaviors. FCAT data, formative assessment, and progress monitoring data will be utilized to help determine if the applied strategies and interventions are successful. Teachers will use effective researched-based instructional strategies for all tier 1 and 2 students. Students needing additional tier 2 support will be discussed during collaborative sessions to include the department chairperson. Students who remain unresponsive to level 2 interventions will be discussed at the MTSS meetings where additional strategies and support will be considered. The school Psychologist and Social Worker will assist at these meetings to help coordinate services on and possibly off campus.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Jeff Hradek – Principal; Provides overall leadership and direction of the MTSS processes on site  
 Becky Moyer – Assistant Principal; Provides leadership and direction of MTSS processes, oversees meetings and leads process  
 Kay Zahn – Social Worker  
 Kresho Kurtin – School Psychologist; Testing and psychological services  
 Kristin McMahon – Guidance Director/Counselor; Social and behavioral services, guidance services, community resources, note-taker  
 Mark Aschenbrenner – Data Specialist, Testing Coordinator  
 Ginger Godley – School Nurse  
 Judy Slezak – ESE Liaison  
 Susan Hilliard – ESE Liaison, CARE Team Facilitator, Hospital/Homebound Coordinator  
 Ed Volz – ESOL Liaison  
 Mark Rupprecht - Behavior Specialist  
 Bernice Fuller – Truancy worker

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The student data gathered by the MTSS Leadership Team will provide information for discussion related to the needs assessment for the school. Trends in FCAT, FAIR and benchmark assessment data will be reviewed to help pinpoint areas where academic improvement is needed. MTSS will also analyze data regarding attendance, and disciplinary referral rates to see what other factors may be affecting student progress. At least quarterly, one meeting will be devoted to analyzing the progress of students in the bottom quartile to assess how well the SIP is working.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Sarasota High School uses a variety of reports produced by MTSS team members as well as from the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. The FCAT data disaggregated by AYP subgroup for reading, mathematics, science and writing is utilized for baseline data at the very beginning of the school year. As the year progresses, data from the FAIR and district benchmark assessments will be used as a comparison to summarize progress for Tier 1, 2, and 3 and lowest quartile students. The MTSS team will monitor data on student attendance and behavior as a means to assist students and parents with increasing student achievement and to help shape the MTSS model at our site.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The SHS Administration has presented an overview of the MTSS process for academic and behavioral interventions during a staff meeting. Ongoing support and updates will occur with department chairs and their subsequent PLC meetings. The collaborative teacher teams will work together to discuss and develop strategies for level 1 and 2 students. The MTSS leadership team will provide individual support for teachers to determine strategies for Level 2 and 3 students and maintain data to determine progress. Parent/guardian participation is a vital component to the MTSS process. Parents provide pertinent school history information to address the intellectual, emotional, physical, and social needs of their child. Parent communication occurs through conferences with staff to include progress monitoring data, classroom interventions, and referrals for community services.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students**Minutes added to school year:** 5,228

The standard diploma for Sarasota High students requires 24 credits. Because of our extended school day (29 minutes more per day), we are able to offer students the ability to graduate with 28 credits. The additional credits may be earned in an academic class or electives. The extra time may also be utilized for students who, for whatever reason have fallen behind in the graduation requirements, to complete classes required for graduation.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

At the end of the school year, calculations are made to determine the number of students who finished the graduation requirements within 4 years or less. This data is compared to previous years to see if we are meeting students needs at a level that will allow them to graduate "on time". We also look at the data to determine if students are completing more rigorous coursework or CTE completer courses.

**Who is responsible for monitoring implementation of this strategy?**

The guidance department, under the supervision of Becky, Moyer (assistant principal), run the reports on enrollment data in order for the numbers to be analyzed and graduation trends identified.

**Strategy:** Before or After School Program**Minutes added to school year:** 3,600

Many students were struggling with the increased requirements and rigor of Math course requirements for graduation. Some students needed more assistance to attain the skills necessary to be successful in these math courses. A "Math Lab" was established to assist these students. Math Lab is a help/tutoring session conducted after school two days per week in the Media Center. There are two Math teachers staffing the Math Lab during each session. The Math Lab is available for all students in all levels.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Up to this point the only data collected was attendance information. This year we will be looking at the attendance information and monitoring the Math progress of students who frequent the Math Lab.

**Who is responsible for monitoring implementation of this strategy?**

The two Math Lab. teachers will collect the attendance data and identify the students who attend on a regular basis. The guidance counselors will receive the data and assist in the monitoring and comparison of math progress for those specific students..

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Janel Dorn	Assistant Principal
Gina Barresi	Reading/ELA Teacher
Dean Berkey	Math Teacher
Jeremy Fant	Science Teacher
Tarin Foster	ELA/AICE teacher
Brandon Hentrich	Reading/ELA Teacher
Stella Karas	Social Studies Teacher (Department Chair)
Jennifer Loomis	ELA/AICE Teacher
Ryan Miller	Science Teacher
Merlin Schenk	AICE Coordinator/Math Teacher
Christina Singleton	CTE - Culinary Arts Teacher
Ed Volz	ESOL Liaison

**How the school-based LLT functions**

The Literacy Leadership Team (LLT) will meet once per month and more often if needed depending on the concerns and initiatives underway. The team will write and review the Literacy Leadership Action

plan for the school year to determine what goals the team can assist in expediting. The LLT will evaluate the literacy plan and its connection to the Common Core standards, specifically the Instructional Shifts and then provide meaningful strategies shared out with staff. The LLT will execute initiatives aligned with the LLT Mission Statement “Building pathways to improve literacy instruction and skills across all content areas.”

It will be the LLT’s responsibility to:

- Encourage and foster a school wide focus on literacy in all content areas.
- Facilitate a smooth transition into the use of the Common Core Standards for all.
- Encourage students to read for pleasure as well as for learning.
- Introduce lessons/strategies to build capacity in literacy instruction through meaningful, teacher led professional development.
- Develop the Drop Everything and Read initiative school-wide and plan lessons/resources for teachers and students.
- Survey staff and collaborate with teachers through Department meetings and PLCs to determine professional development needs for faculty.
- Participate in district meetings and professional development sessions.
- Introduce new and promising literacy instructional strategies to staff.

The LLT will participate in multiple professional development days and become CCSS facilitators in order to expand comprehension and implementation of CCSS on campus. The LLT will focus on improved school wide literacy instruction through the CCSS Shifts. The LLT will continue to support and develop initiatives such as Close Reading strategies, Text Dependent Questioning, and understanding text complexity for the 13-14 school year. LLT sub-committees will develop community based literacy initiatives and partnerships such as bringing in guest speakers, grant writing, and book drives in order to build literacy awareness and provide literacy materials to our greater community.

SHS will continue to study CC Standards in literacy and will work to provide research based strategies to staff for implementation across disciplines. Classroom walkthroughs will provide opportunity for literacy focused conversations, collaboration and feedback for all staff members.

### **Major initiatives of the LLT**

1. The LLT will become a highly functioning team that monitors the literacy initiatives of the school. The team will review the literacy plan for the school year to determine the progression of the plan and needs for further completion. The LLT will learn about the Common Core Instructional Shifts in order to connect the current literacy plan and the Shifts along with focusing on differentiated strategies. All SHS teachers will understand the NGSSS standards and the importance of blended instruction while transitioning to the Common Core Standards.
2. The LLT will share vocabulary acquisition strategies campus wide to increase vocabulary comprehension in all content areas thereby improving learning across content areas and better prepare students for the rigor of FCAT 2.0, PERT, and Common Core.
3. The LLT will attend district and other training sessions and develop rich knowledge of Common Core State Standards (CCSS) and research-based strategies.
4. The LLT will develop and lead school-based professional development workshops in text complexity, differentiating and purposeful grouping, and other literacy based/CCSS based strategies for staff to improve literacy instruction and heighten literacy instruction and rigor school-wide.
5. The LLT will work to enhance students' love of reading by implementing TAP Drop Everything and Read (D.E.A.R.) days for the purpose of independent silent reading. LLT will provide TAP teachers with high interest articles for students who do not have personal books.
6. The LLT will design and present teachers with Power Point presentations containing motivational quotes and statistics to enhance urgency and meaning with students for literacy skills.



7. The LLT will continue working with students in Journalism classes to develop a "Literacy Corner" in the school newspaper featuring teacher book reviews of "Books you can't live without reading".
8. The LLT will incorporate Differentiated Instructional strategies into shared literacy lessons and professional development events for all staff. The LLT's goal is to successfully model D.I. strategies thereby encouraging differentiation as an impactful means to meet the needs of all students.
9. LLT members will assist in data during collaborative meetings such as PLCs and Department meetings. The LLT will encourage the ongoing focus on bottom quartile Reading students. LLT will analyze PERT, FAIR, FCAT Writes, and FCAT 2.0 data to assist in development of progress monitoring techniques and motivational activities.
10. The LLT wrote and received a grant during the summer of 2013. The LLT will work in collaboration with other district high schools to buy student novels and bring an author to our school to meet students and encourage a "real life" love of literacy.
11. The LLT will work to bring a guest speaker(s) "hometown hero" to Sarasota High School to help inspire and motivate our bottom quartile subgroup of Reading students.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Sarasota High School is committed to contributing to the reading improvement of every student by training our highly qualified teachers in literacy initiatives which are implemented school-wide. Teachers across content areas develop Individual Professional Development Plans (IPDPs) that focus on Reading. Teachers participate in Professional Learning Communities (PLC's) which provide time and opportunities for collaborating with each other and discussing data and trends observed in their classrooms. A common planning time is also embedded within the schedule where teachers can meet with their content area teachers to discuss reading initiatives and continue to implement and plan rich lessons that incorporate the literacy initiatives. Our District Curriculum Specialists work closely with the content area teachers to offer support and guidance with the transition of the CCSS instructional shifts and monitor the disciplinary literacy initiatives that will help guide our students to ultimate success on high stakes achievement tests.

Each teacher has been trained in the CCSS shifts and will be expected to implement blended instruction of CCSS and NGSSS throughout their lessons this year. All staff has been offered Professional Development session related to Close Reading, Text-Dependent Questioning, Kagan Strategies for CCSS Speaking and Listening, Formative Assessment techniques, and Writing in the Content Areas. Specific Professional Development has been offered to encourage disciplinary literacy instruction to Science, Social Studies, and ELA teachers. Summative and formative/benchmark data in Reading is provided to all teachers, broken down by class roster, through the Instructional Improvement System (IIS) and will be a focus in PLC collaborative conversations regarding student performance in reading.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Sarasota High School has established academies and teams that include academic courses linked to applied and integrated courses focused on career options for students. Sarasota Career and Technical courses and Sarasota County Technical Institute programs directly connect high school subjects to post secondary options and industry certifications. In addition, academic course sequences connect to two and four year college programs. Students are encouraged to visit the career center and to explore the

college/universities for which they are applying to see what courses are recommended. Students take the PSAT their 10th grade year and the My College Exploration and World of Work related to career strengths are provided.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Sarasota High School counselors meet with students on a regular basis, from the time they enter 9th grade until graduation, to help students choose classes in their areas of interest. Academic performance and test proficiency are taken into consideration as students are steered toward College prep classes, our AICE program, vocational exploration and/or job opportunities. Sarasota High also has a staff member in our college resource/career room who helps students find specific post high school placement opportunities in their chosen fields. This resource room is crucial for our student success. Students who take advantage of the available materials can also find scholarships and other funding to pursue their post secondary goals. Students can go online using various search engines for both career planning and advice about connecting their interest with a complementary career.

**Strategies for improving student readiness for the public postsecondary level**

Counselors hold one-on-one interview meetings with all senior students. The counselors promote and attend the annual Sarasota County College Fair held in October for students and parents. SHS hosts a Financial Aide Night in January and a College and Career presentation in February for students and parents. Bright Futures and other scholarship information is shared in these forums. A variety of college and university admissions representatives visit S.H.S. to speak with students.

Guidance staff encourages students to participate in the ACT, SAT, or PERT early in their junior year. Juniors will be administered the PERT in Reading, Writing, and Math based on their 10th grade FCAT/EOC scores to determine college readiness. Students are provided with practice test questions and several resources on being college ready through CollegeBoard and ACT organizations. Counselors link students to resources both in and out of school to help with test preparation and study skills. Students who do not meet cut scores on PERT will be placed in a readiness course during their senior year to reinforce skills necessary to be successful in entry-level courses in college in the areas of reading, writing, and math.

Counselors meet with students each year to discuss graduation requirements, college entrance requirements, career goals, etc. Counselors make available the information and requirements for SCTI and D/E. The school counselors encourage students to take AICE, AP and DE classes through one on one course planning meetings prior to scheduling courses in the spring. Finally, articulation with middle school guidance occurs to communicate the opportunities available at SHS. Various announcements are given to students and parents via the daily announcements and school website.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	59%	No	68%
American Indian				
Asian	56%	60%	Yes	60%
Black/African American	40%	25%	No	46%
Hispanic	55%	45%	No	60%
White	70%	69%	No	73%
English language learners	32%	5%	No	39%
Students with disabilities	41%	30%	No	47%
Economically disadvantaged	54%	45%	No	59%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	266	27%	29%
Students scoring at or above Achievement Level 4	302	31%	33%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	640	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	175	72%	76%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	43	58%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	26%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	38%	63%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	294	63%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	67%	Yes	65%
American Indian				
Asian				
Black/African American	40%	42%	Yes	46%
Hispanic	57%	63%	Yes	61%
White	66%	63%	No	69%
English language learners	48%	54%	Yes	54%
Students with disabilities	52%	41%	No	57%
Economically disadvantaged	58%	59%	Yes	62%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		72%	76%
Students in lowest 25% making learning gains (EOC)		59%	63%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	209	46%	48%
Students scoring at or above Achievement Level 4	64	14%	16%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	176	39%	41%
Students scoring at or above Achievement Level 4	145	32%	34%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		33%
Students scoring at or above Level 7	[data excluded for privacy reasons]		67%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	189	39%	41%
Students scoring at or above Achievement Level 4	138	29%	31%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		7
Participation in STEM-related experiences provided for students	125	7%	8%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	281	15%	18%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		46%	50%
Students taking one or more advanced placement exams for STEM-related courses	161	11%	13%
CTE-STEM program concentrators	17		1
Students taking CTE-STEM industry certification exams	26	4%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		46%	50%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	980	53%	55%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	429	44%	46%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		7%	10%
Students taking CTE industry certification exams	298	30%	32%
Passing rate (%) for students who take CTE industry certification exams		91%	92%
CTE program concentrators	59	5%	
CTE teachers holding appropriate industry certifications	5	83%	100%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	334	17%	15%
Students in ninth grade with one or more absences within the first 20 days	37	7%	5%
Students in ninth grade who fail two or more courses in any subject	106	21%	19%
Students with grade point average less than 2.0	357	19%	17%
Students who fail to progress on-time to tenth grade	38	7%	6%
Students who receive two or more behavior referrals	322	17%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	497	26%	21%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	48	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	151	96%	98%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	49	60%	64%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	452	75%	79%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

SHS will increase the documented level of involvement for our Fathers. The data we kept this year was only the information gathered when individuals (Moms and Dads) signed into the PALS system either directly or through a booster organization. During the 2013-2014 school year SHS will provide greater opportunities to "credit" parents for participation when they attend our Fall Open House, Spring SPIN night, college information night, AICE information meetings, and Mast parent meetings. In order to involve more fathers we could consider having a special event to which we could invite the fathers. A 'Dads Day' or a Dad's Dinner.

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Increase the involvement of fathers at SHS (PALS hours logged)	1223	17%	20%



## Goals Summary

- G1.** Sarasota High students will improve their FCAT writing scores to a level that will meet the AMO target of 67% proficiency (3.5 or greater). This will require at least a 4% increase over the 2013 proficiency rate of 63%.
  
- G2.** Sarasota high will increase the % of students scoring 3.0 on the FCAT Reading assessment to at least 29%. The % of students scoring 4.0 or above will increase to at least 33%. This will help us meet the 68% AMO target.
  
- G3.** In the 2013-2014 school year Sarasota High will increase the number of students with disabilities that meet the Math AMOs. During the 2012-2013 school year only 41% of our students with disabilities met AMOs. A target of 57% is set for 2014.

## Goals Detail

**G1.** Sarasota High students will improve their FCAT writing scores to a level that will meet the AMO target of 67% proficiency (3.5 or greater). This will require at least a 4% increase over the 2013 proficiency rate of 63%.

### **Targets Supported**

- Writing

### **Resources Available to Support the Goal**

- Professional Development offered by the District ELA/Reading Curriculum Specialist provided for ELA, ESE, and Reading teachers to train teachers on the holistic FCAT Writing Rubric, the Rigorous level of FCAT writing, and to calibrate teachers in scoring thereby assisting students to develop stronger writing skills. (October 2013)
- School wide professional development in Content Area writing strategies to encourage that all academic and elective teachers implement reading and writing strategies across campus and disciplines. (Spring/Summer 2013)
- AICE General Paper/English 2 Honors teachers to focus on developing growth in writing skills for higher achieving students (levels 3.5, 4, and 5) by attending professional development workshops provided by Cambridge/AICE. (Ongoing 2013/14)
- District Curriculum Specialist in ELA/Reading to provide school based workshop on Infusing Writing into the Reading Classroom. (October 2013)
- Ongoing school wide participation in district benchmark writing assessments will provide student and classroom data to enhance teacher evaluation of student writing, data driven instruction, and feedback on writing. (Ongoing 2013)
- ESOL students will utilize the Rosetta Stone software to assist in developing mastery of English language. (Ongoing 2013/14)
- ESOL students will be placed in a fused English Language Arts/Developmental Language English class. (Summer 2013)
- All ESOL, ESE, Reading, and English 1 and 2 teachers will attend an off-site professional development workshop on the writing process including training in self-monitoring/self-editing, expository and persuasive writing, foundations, and elaboration. (Fall/Winter 2013)
- Professional Learning Communities (PLCs) and Common Planning enable teachers to collaborate on instructional techniques in writing. (Ongoing 2013/14)

### **Targeted Barriers to Achieving the Goal**

- Students with FCAT writing scores of level 4 or 5 will often have difficulty maintaining their writing skills and may even become less proficient writers.
- Students who were previously proficient with a level 3.0 on the FCAT writing assessment did not attain the additional knowledge or skills to be proficient at 3.5 on the FCAT writing assessment.
- ESOL Students struggle with mastery of foundations of the English language, conventions of FCAT writing, and basic grammatical form.
- AICE General Paper (10th Grade) students are learning different writing styles for two different high stakes writing assessments in Spring of 2014.
- New teachers need additional training to prepare students to write at the rigorous level of FCAT Writing.

## Plan to Monitor Progress Toward the Goal

Students will achieve a 3.5 FCAT Writing score or above

### Person or Persons Responsible

Administration, Teachers, AICE Coordinator, Data Coach, ESOL and ESE Liaisons

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Benchmark writing data, lesson plans, classroom walk through data, end of year assessment scores

**G2.** Sarasota high will increase the % of students scoring 3.0 on the FCAT Reading assessment to at least 29%. The % of students scoring 4.0 or above will increase to at least 33%. This will help us meet the 68% AMO target.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

### Resources Available to Support the Goal

- Space to centralize ESOL department
- Placement of 2 bilingual aides into the ESOL department
- Student members of SAC located students willing to tutor other students with reading
- Alignment of level 1 students for having the same teacher for reading and English
- Ability to keep the media center open until 3:15 3x per week to allow students access to books, computers and peer tutors

### Targeted Barriers to Achieving the Goal

- Only 5% of the ELL students met Annual Measurable Objective set for 2012-2013 school year and the target % for 2014 is 39%. This subgroup will have to increase the attainment of Reading AMO by 34%
- 30% of our students with disabilities attained the Annual Measurable Objective set for 2012-2013. The target for 2014 is 47%. This subgroup will have to improve their performance by 17%.
- 72% of our lowest quartile made learning gains for the 2012-2013 school year, but only 66% of the total population made learning goals.

### Plan to Monitor Progress Toward the Goal

Compare AICE, AP & MaST students' scores on the 2 year's of FCAT 2.0 assessments and do an analysis to see if more of the upper level students maintained or increased their learning gains.

#### Person or Persons Responsible

Janel Dorn/ Mark Aschenbrenner

#### Target Dates or Schedule:

When the 2014 FCAT 2.0 scores are released to the school.

#### Evidence of Completion:

Hopefully an increase in the individual student's FCAT 2.0 level from 2013 assessment to the 2014 assessment!

**G3.** In the 2013-2014 school year Sarasota High will increase the number of students with disabilities that meet the Math AMOs. During the 2012-2013 school year only 41% of our students with disabilities met AMOs. A target of 57% is set for 2014.

#### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

#### Resources Available to Support the Goal

- Flexibility built into the Master Schedule to allow students to repeat Alg 1A at mid year.
- More ESE teachers who are certified to teach Math.

#### Targeted Barriers to Achieving the Goal

- Students with disabilities who pass the ALG. 1A course with a low grade (low C or D) may not have attained the skills necessary to be successful in Algebra 1B or pass the EOC.

### Plan to Monitor Progress Toward the Goal

Teacher planning forms, walkthrough information, comparrison of AP1 scores with teacher grades

#### Person or Persons Responsible

Administrator for Math department/ Department chair

#### Target Dates or Schedule:

1st semester mid-term, end of semester #1, second semester mid-term, end of Semester #1, end of semester #3 , and end of school year

#### Evidence of Completion:

Data comparison charts/ graphs

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Sarasota High students will improve their FCAT writing scores to a level that will meet the AMO target of 67% proficiency (3.5 or greater). This will require at least a 4% increase over the 2013 proficiency rate of 63%.

**G1.B1** Students with FCAT writing scores of level 4 or 5 will often have difficulty maintaining their writing skills and may even become less proficient writers.

**G1.B1.S1** AICE General Paper/English 2 Honors teachers to focus on developing growth in writing skills for higher achieving students (levels 3.5, 4, and 5) by attending professional development workshops provided by Cambridge/AICE. (Ongoing 2013/14)

### Action Step 1

Two day District training in FCAT writing techniques, strategies, and differentiation of instruction in Writing

#### Person or Persons Responsible

All ESOL, ESE, Reading, AICE and English 1 and 2 teachers will attend an off-site professional development workshop on the writing process including training in self-monitoring/self-editing, expository and persuasive writing, foundations, and elaboration.

#### Target Dates or Schedule

(Fall/Winter 2013)

#### Evidence of Completion

Benchmark Writing Assessments, FCAT Writing scores, AICE General Paper scores

#### Facilitator:

District Curriculum and Instruction and Professional Development Specialists

#### Participants:

All ESOL, ESE, Reading, AICE and English 1 and 2 teachers

## Action Step 2

Ongoing training in advanced writing techniques for high performing students

### Person or Persons Responsible

all Pre-AICE 9 and AICE General Paper teachers

### Target Dates or Schedule

Ongoing opportunities throughout 2013/14

### Evidence of Completion

Benchmark Writing scores, FCAT Writing scores, and AICE General Paper scores

### Facilitator:

Cambridge/AICE Trainers

### Participants:

Pre-AICE (9th), General Paper (10th), Honors ELA teachers

## Plan to Monitor Fidelity of Implementation of G1.B1.S1

Classroom instruction, writing strategies, differentiation

### Person or Persons Responsible

Administration, Data Specialist, AICE Coordinator

### Target Dates or Schedule

ongoing

### Evidence of Completion

classroom walk through data, lesson planning, benchmark assessment data, end of year assessment data, quarterly grades

## Plan to Monitor Effectiveness of G1.B1.S1

Effective writing instruction for higher level students - Differentiation

### Person or Persons Responsible

Administration - Assistant Principal

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom walk through data, lesson plans, benchmark scores, end of year assessment scores

## Plan to Monitor Fidelity of Implementation of G1.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G1.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G1.B1.S3** Teachers of Honors, Pre-AICE and AICE English courses need to increase the amount of emphasis on FCAT writing skills and not maintain the assumption that the level 4 and 5 students already know how to write well and therefor do not need direct writing instruction or practice.

### **Action Step 1**

Identify the writing skills teachers must emphasize to raise students' FCAT writing scores from 3.0 to 3.5 and 4.0

**Person or Persons Responsible**

9th and 10th grade on level English and Intensive Reading teachers, English and Reading Department chairs, and Mark Ashenbrenner

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Participation sign-in sheet

## Action Step 2

Identify the FCAT writing skills teachers must reinforce to help students maintain a level 5 writing score or progress from level 4 to level 5.

### Person or Persons Responsible

9th and 10h grade teachers of Honors, AICE and Pre-AICE English courses, Mark Aschenbrenner, and English Department Chair

### Target Dates or Schedule

September 2013

### Evidence of Completion

Participation sign-in sheet

## Plan to Monitor Fidelity of Implementation of G1.B1.S3

Provide Opportunities for students to practice high level writing skills

### Person or Persons Responsible

English and reading teachers

### Target Dates or Schedule

Ongoing throughout the year

### Evidence of Completion

Classroom observation data and teacher lesson plans

## Plan to Monitor Effectiveness of G1.B1.S3

Compare the 2014 FCAT writing scores with those from 2013 and analyze the data to see if students were able to at least maintain their writing level or increase it.

### Person or Persons Responsible

Administration % Mark Aschenbrenner

### Target Dates or Schedule

As soon as the 2014 FCAT Writing assessment scores are available

### Evidence of Completion

Synthesize the progression data to see if the students performed as predicted



**G1.B2** Students who were previously proficient with a level 3.0 on the FCAT writing assessment did not attain the additional knowledge or skills to be proficient at 3.5 on the FCAT writing assessment.

**G1.B2.S1** Differentiation techniques, instructional focus on the writing goals of the FCAT Rubric

**Action Step 1**

Differentiation techniques and writing strategies/instruction offered through district and school based professional development opportunities

**Person or Persons Responsible**

School wide Reading, ESOL, ESE, and ELA teachers

**Target Dates or Schedule**

Ongoing 2013/14

**Evidence of Completion**

Lesson plans, classroom walk throughs, PRIDE evaluation, benchmark writing data, end of year assessment data

**Facilitator:**

Catherine COcozza

**Participants:**

School wide Reading, ESOL, ESE, and ELA teachers

**Plan to Monitor Fidelity of Implementation of G1.B2.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G1.B2.S1

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G2.** Sarasota high will increase the % of students scoring 3.0 on the FCAT Reading assessment to at least 29%. The % of students scoring 4.0 or above will increase to at least 33%. This will help us meet the 68% AMO target.

**G2.B1** Only 5% of the ELL students met Annual Measurable Objective set for 2012-2013 school year and the target % for 2014 is 39%. This subgroup will have to increase the attainment of Reading AMO by 34%

**G2.B1.S1** Restructure the ESOL department to better service the ESOL population

### Action Step 1

Monitor the Fair assessments to identify reading progress of the ESOL population

#### Person or Persons Responsible

Ed Volz / Guidance/ Mark Aschenbrenner

#### Target Dates or Schedule

After each FAIR assessment

#### Evidence of Completion

Data from the FAIR assessments

### **Action Step 2**

Increase the access to computers for the ESOL students ( Rosetta Stone etc.)

#### **Person or Persons Responsible**

Ed Volz / Media Aide

#### **Target Dates or Schedule**

Ongoing throughout the year

#### **Evidence of Completion**

Observation revealing increased activity to Rosetta Stone and other programs to assist the learning of the ESOL students.

### **Action Step 3**

Relocate the ESOL service personnel to the Media Center to facilitate a more central location and increased collaboration among themselves as well as Guidance and Administration

#### **Person or Persons Responsible**

Jeff Hradeck, Janel Dorn, Jamie Massengale & Ed Volz

#### **Target Dates or Schedule**

Late September

#### **Evidence of Completion**

The physical location of the 3 individuals

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Frequent observations and conversations with the ESOL department to assess the progress of the strategies

#### **Person or Persons Responsible**

Ed Volz/ Jamie Massengale

#### **Target Dates or Schedule**

At least monthly throughout the year

#### **Evidence of Completion**

Observation of the ESOL personnel working as a team

## Plan to Monitor Effectiveness of G2.B1.S1

Monitor ESOL student grades in English (& Reading) classes. Monitor progress on the FAIR assessments

### Person or Persons Responsible

Jamie Massengale/ Ed Volz/ Guidance

### Target Dates or Schedule

At mid-quarter progress reports, end of quarters, after FAIR assessments

### Evidence of Completion

Increased reading skills and better grades for the ESOL population

**G2.B4** 72% of our lowest quartile made learning gains for the 2012-2013 school year, but only 66% of the total population made learning goals.

**G2.B4.S1** Work with the AP, AICE & MaST teachers to help our level 4 and higher students maintain or increase their reading skills to help these students make learning gains or at least maintain their current level on the Reading FCAT.

### Action Step 1

9th and 10th grade English teachers will work together to set time frames to review / reteach and assess key reading skills during their classes.

### Person or Persons Responsible

English teachers of 9th and 10th grade AP, AICE & MaSTstudents/ English department chair (Rona Glasser) and Reading Department Chair Gina Barresi.

### Target Dates or Schedule

September and ongoing.

### Evidence of Completion

Student progression/ regression on reading skill assessments.

### **Action Step 2**

Identify the current FCAT reading level of 9th and 10th grade AICE, MaST and AP students and compare with the previous year's FCAT scores.

#### **Person or Persons Responsible**

The AICE, AP & MaST teachers utilize the IIS database to review the reading level of their students.

#### **Target Dates or Schedule**

September 2013

#### **Evidence of Completion**

Conversation during the teacher's IPDP conference

### **Action Step 3**

Meet with AP, AICE and MaST English teachers to identify key reading skills that would assist the growth of the upper level students

#### **Person or Persons Responsible**

Janel Dorn/ Mark Aschenbrenner

#### **Target Dates or Schedule**

September 2013

#### **Evidence of Completion**

Teacher sign in sheet

### **Plan to Monitor Fidelity of Implementation of G2.B4.S1**

Review interim reading skill assessments for higher level 9th and 10th grade students

#### **Person or Persons Responsible**

English teachers of 9th and 10th grade upper level students

#### **Target Dates or Schedule**

Ongoing throughout the year

#### **Evidence of Completion**

Data comparing the interim assessments, and the FCAT 2.0 Reading assessment.

### Plan to Monitor Effectiveness of G2.B4.S1

Compare the percentage of students scoring level 4 or higher in the 2012-2013 FCAT 2.0 exam with the scores of the students on the FCAT 2.0 assessment in 2014.

#### Person or Persons Responsible

Janel Dorn

#### Target Dates or Schedule

When the 2013-2014 FCAT data is available

#### Evidence of Completion

Analysis of the 2 years of FCAT scores for students in AP, AICE, and MaST courses

**G3.** In the 2013-2014 school year Sarasota High will increase the number of students with disabilities that meet the Math AMOs. During the 2012-2013 school year only 41% of our students with disabilities met AMOs. A target of 57% is set for 2014.

**G3.B1** Students with disabilities who pass the ALG. 1A course with a low grade (low C or D) may not have attained the skills necessary to be successful in Algebra 1B or pass the EOC.

**G3.B1.S1** Increase the number of sections for ESE Math classes.

#### Action Step 1

Set up master schedule to provide more sections of algebra 1A taught by certified ESE math teachers

#### Person or Persons Responsible

Glen Whitney/ Becky Moyer

#### Target Dates or Schedule

Summer of 2013

#### Evidence of Completion

master schedule

### Plan to Monitor Fidelity of Implementation of G3.B1.S1

Review class rosters of Algebra 1A teachers to reveal ESE students

#### Person or Persons Responsible

Becky Moyer/ Rupprecht

#### Target Dates or Schedule

First week of school year

#### Evidence of Completion

Purity of ESE Algebra 1 classes

### Plan to Monitor Effectiveness of G3.B1.S1

Compare EOC data for ESE students during 2013-2014

#### Person or Persons Responsible

Becky Moyer/ Mark Rupprecht/Mark Aschenbrenner

#### Target Dates or Schedule

After AP1, and AP2 math EOC data are available and after EOC data is available

#### Evidence of Completion

Compare performance of ESE students from 2013-2014 to the ESE students during 2012-2013

**G3.B1.S2** Students will be required to repeat the Algebra. 1A course rather than be promoted to Algebra 1B if they have not attained the skills to do well on the EOC for Alg 1.

#### Action Step 1

Establish Math Lab for teacher assisted help with Math

#### Person or Persons Responsible

Merlin & Tracy Shenk

#### Target Dates or Schedule

Tuesdays and Thursdays after school (2:15-3:15)

#### Evidence of Completion

Observations of Math Lab sessions and student sign in sheets

### **Action Step 2**

Review final grades/progress for all Algebra 1A students and identify the students who should repeat Algebra 1A and those who may move on to Algebra 1B. Adjust the # of sections needed for Algebra 1A & 1B class within the master schedule.

#### **Person or Persons Responsible**

Math teachers/guidance counselors and Master Scheduler.

#### **Target Dates or Schedule**

At the end of First Semester.

#### **Evidence of Completion**

Student schedule changes and if needed, letters to the parents explaining the need for repeating Algebra 1A.

### **Action Step 3**

Identify skills/knowledge (benchmarks) that students in Algebra 1A have struggled with in the past, and utilize this information to structure instruction in the classroom.

#### **Person or Persons Responsible**

Mark Aschenbrenner (test coordinator) and Algebra 1A teachers.

#### **Target Dates or Schedule**

Ongoing throughout the school year.

#### **Evidence of Completion**

Teacher lesson plans and classroom observations.

#### **Facilitator:**

Kyla Quinn and Tara Spielman: Differentiating Math Instruction Dana Wells: TI Inspire Navigator

#### **Participants:**

SHS Math Teachers



#### **Action Step 4**

Review the Algebra IFC with all the Algebra 1A & 1B teachers and emphasize the essential benchmarks.

##### **Person or Persons Responsible**

Glen Whitney

##### **Target Dates or Schedule**

September 2013

##### **Evidence of Completion**

Attendance roster for the review session

#### **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

AP1 and classroom data for each Algebra 1A student will be reviewed.

##### **Person or Persons Responsible**

Testing coordinator/ Becky Moyer

##### **Target Dates or Schedule**

At or near the end of Semester #1

##### **Evidence of Completion**

Data profiles, and schedule changes

#### **Plan to Monitor Effectiveness of G3.B1.S2**

Compare the Algebra 1 EOC data from 2012-2013 school year to Algebra 1 EOC student data in the 2013-2014 school year. Dis-aggregate the data in order to compare students from 2012-2013 who had poor grades in Algebra 1A but were promoted to Algebra 1B; with the students in Algebra 1A who had poor grades and required to repeat 1A prior to enrolling in 1B.

##### **Person or Persons Responsible**

Testing coordinator/ guidance counselors/ Administrator monitoring the Math department.

##### **Target Dates or Schedule**

As soon as the comparison data is available to the school

##### **Evidence of Completion**

Analysis of data and data graphs

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The percent of Sarasota High students who qualify for free and reduced lunch has grown to 47%. The economic recession and unemployment rate has obviously effected our community. The School District's Food and Nutritional Services provides healthy breakfasts and lunches every school day. The District also provides a psychologist, social worker and truancy worker that all provide services for a cluster of schools. There are several student services provided on campus that are made possible through Federally funded programs. The IDEA Title VI - B supports many of our special needs children by providing additional teachers, classroom aides, Autistic aides, Interpreters for our deaf and blind pupils. We also have the services of a Transition/ Employment Trainer who works with some of our more severely challenged students to help provide job skills and on-the-job training so that these students are better prepared to live independent meaningful lives.

There are Perkins funds that assist with the Career and Technical education programs. These funds help provide the support for training and fees so that many of the students will attain Industry certifications that will help them be better prepared for college as well as the work force. The combination of Federal, State and Local funds work in conjunction to provide the students services and opportunities for a well rounded experiential based education.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Sarasota High students will improve their FCAT writing scores to a level that will meet the AMO target of 67% proficiency (3.5 or greater). This will require at least a 4% increase over the 2013 proficiency rate of 63%.

**G1.B1** Students with FCAT writing scores of level 4 or 5 will often have difficulty maintaining their writing skills and may even become less proficient writers.

**G1.B1.S1** AICE General Paper/English 2 Honors teachers to focus on developing growth in writing skills for higher achieving students (levels 3.5, 4, and 5) by attending professional development workshops provided by Cambridge/AICE. (Ongoing 2013/14)

### PD Opportunity 1

Two day District training in FCAT writing techniques, strategies, and differentiation of instruction in Writing

#### Facilitator

District Curriculum and Instruction and Professional Development Specialists

#### Participants

All ESOL, ESE, Reading, AICE and English 1 and 2 teachers

#### Target Dates or Schedule

(Fall/Winter 2013)

#### Evidence of Completion

Benchmark Writing Assessments, FCAT Writing scores, AICE General Paper scores

## **PD Opportunity 2**

Ongoing training in advanced writing techniques for high performing students

### **Facilitator**

Cambridge/AICE Trainers

### **Participants**

Pre-AICE (9th), General Paper (10th), Honors ELA teachers

### **Target Dates or Schedule**

Ongoing opportunities throughout 2013/14

### **Evidence of Completion**

Benchmark Writing scores, FCAT Writing scores, and AICE General Paper scores

**G1.B2** Students who were previously proficient with a level 3.0 on the FCAT writing assessment did not attain the additional knowledge or skills to be proficient at 3.5 on the FCAT writing assessment.

**G1.B2.S1** Differentiation techniques, instructional focus on the writing goals of the FCAT Rubric

## **PD Opportunity 1**

Differentiation techniques and writing strategies/instruction offered through district and school based professional development opportunities

### **Facilitator**

Catherine COcozza

### **Participants**

School wide Reading, ESOL, ESE, and ELA teachers

### **Target Dates or Schedule**

Ongoing 2013/14

### **Evidence of Completion**

Lesson plans, classroom walk throughs, PRIDE evaluation, benchmark writing data, end of year assessment data

**G3.** In the 2013-2014 school year Sarasota High will increase the number of students with disabilities that meet the Math AMOs. During the 2012-2013 school year only 41% of our students with disabilities met AMOs. A target of 57% is set for 2014.

**G3.B1** Students with disabilities who pass the ALG. 1A course with a low grade (low C or D) may not have attained the skills necessary to be successful in Algebra 1B or pass the EOC.

**G3.B1.S2** Students will be required to repeat the Algebra. 1A course rather than be promoted to Algebra 1B if they have not attained the skills to do well on the EOC for Alg 1.

### **PD Opportunity 1**

Identify skills/knowledge (benchmarks) that students in Algebra 1A have struggled with in the past, and utilize this information to structure instruction in the classroom.

#### **Facilitator**

Kyla Quinn and Tara Spielman: Differentiating Math Instruction Dana Wells: TI Inspire Navigator

#### **Participants**

SHS Math Teachers

#### **Target Dates or Schedule**

Ongoing throughout the school year.

#### **Evidence of Completion**

Teacher lesson plans and classroom observations.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G3.	In the 2013-2014 school year Sarasota High will increase the number of students with disabilities that meet the Math AMOs. During the 2012-2013 school year only 41% of our students with disabilities met AMOs. A target of 57% is set for 2014.	\$1,125
Total		\$1,125

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
School District Overtime at \$25 per day for 3 work days	\$125	\$125
School District Flexible Supplements	\$1,000	\$1,000
Total	\$1,125	\$1,125

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G3.** In the 2013-2014 school year Sarasota High will increase the number of students with disabilities that meet the Math AMOs. During the 2012-2013 school year only 41% of our students with disabilities met AMOs. A target of 57% is set for 2014.

**G3.B1** Students with disabilities who pass the ALG. 1A course with a low grade (low C or D) may not have attained the skills necessary to be successful in Algebra 1B or pass the EOC.

**G3.B1.S1** Increase the number of sections for ESE Math classes.

#### Action Step 1

Set up master schedule to provide more sections of algebra 1A taught by certified ESE math teachers

#### Resource Type

Personnel

#### Resource

Provide extra duty time for the Master Scheduler to adjust the schedules of ESE Algebra 1A students and the sections needed at mid-year.

#### Funding Source

School District Overtime at \$25 per day for 3 work days

#### Amount Needed

\$125

**G3.B1.S2** Students will be required to repeat the Algebra. 1A course rather than be promoted to Algebra 1B if they have not attained the skills to do well on the EOC for Alg 1.

**Action Step 1**

Establish Math Lab for teacher assisted help with Math

**Resource Type**

Personnel

**Resource**

Secure two Math teachers to coordinate and work after school for Math Lab to provide academic services to students.

**Funding Source**

School District Flexible Supplements

**Amount Needed**

\$1,000